

**AUTHENTIC MATERIALS IN THE TEACHING READING  
AT SMAN 7 MALANG**

**THESIS**

In Partial Fulfillment of the Requirement for Master's  
Degree of English Language Education



By:

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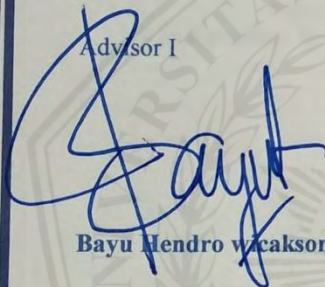
**MASTER OF ENGLISH LANGUAGE EDUCATION DEPARTEMENT  
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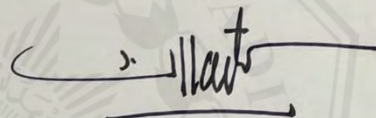
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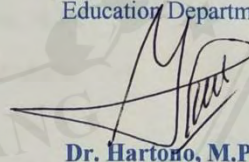
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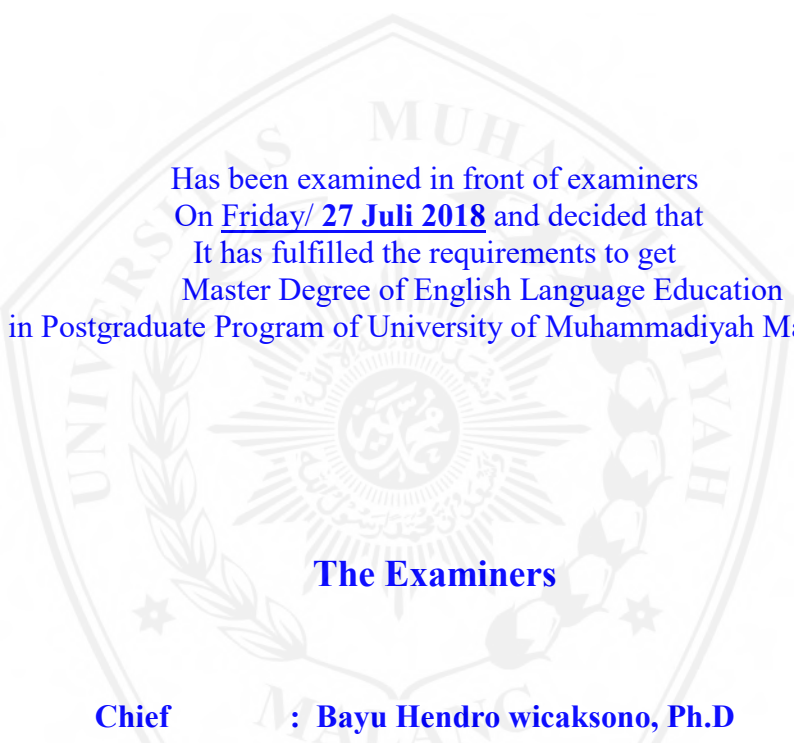
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# THESIS

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Has been examined in front of examiners  
On Friday/ 27 Juli 2018 and decided that  
It has fulfilled the requirements to get  
Master Degree of English Language Education  
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## LETTER OF STATEMENT

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Hereby, declare that:

1. The thesis entitled: **AUTHENTIC MATERIALS IN THE TEACHING READING AT SMAN 7 MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 17 July 2018

The Writer,



CAHAYA RAHMAN

## ABSTRACT

**Rahman, Cahaya.** Authentic Materials in the Teaching Reading at SMAN 7 Malang. Advisors: **Bayu H. Wicaksono, Ph.D. and Dr. Sri Hartiningsih, M.M**

This research intends to investigate Authentic Materials in the Teaching Reading. It is conducted based on results of preliminary study on the students' difficulties in reading. The statement of the problems is "Do the students who are taught reading by using authentic materials have better achievement than the students who are not taught reading by using authentic materials?". The participants of the research were the tenth-grade students of SMAN 7 Malang in the 2017/2018 academic year. This research was conducted by using quasi-experimental research method. The research sample was determined by using clustered random sampling as technique. The total numbers of sample were 70 students. They were 35 students of X (IPS-4) as the experimental group and gave the treatments by using authentic materials and 35 students of X (IPS-3) as the control group that taught non-authentic materials.

The primary data of this research were collected from the students' reading test achievement. The primary data were collected from the students' reading score of pre-test and post-test after the treatments of both groups. There were five aspects of reading that were analyzed; the main idea, detail information, reference, inference, and vocabulary. It analyzed by using Independent sample T-test on SPSS (Statistical Package of Social Science).

Based on the data of students' reading score of pre-test and post-test between experimental and control group which were analyzed by using Independent sample T test formula, it is shown that there is significance result of students' reading ability in all aspects of reading after they were given the treatments in both class. It indicated that the students who are taught by using authentic materials have better achievement.

Key words: *Authentic materials, Reading, Teaching.*

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## ABSTRACT

**Rahman, Cahaya.** Authentic Materials in the Teaching Reading at SMAN 7 Malang. Advisors: **Bayu H. Wicaksono, Ph.D. and Dr. Sri Hartiningsih, M.M**

Penelitian ini bermaksud untuk menyelidiki Materi Otentik dalam Pengajaran Membaca. Ini dilakukan berdasarkan hasil studi pendahuluan tentang kesulitan siswa dalam membaca. Pernyataan masalah adalah "Apakah siswa yang diajar membaca dengan menggunakan materi otentik memiliki prestasi yang lebih baik daripada siswa yang tidak diajarkan membaca dengan menggunakan materi otentik?". Partisipan dalam penelitian ini adalah siswa kelas X SMAN 7 Malang pada tahun ajaran 2017/2018. Penelitian ini dilakukan dengan menggunakan metode penelitian kuasi-eksperimental. Sampel penelitian ditentukan dengan menggunakan teknik clustered random sampling. Jumlah total sampel adalah 70 siswa. Mereka adalah 35 siswa X (IPS-4) sebagai kelompok eksperimen dan memberikan perawatan dengan menggunakan bahan otentik dan 35 siswa X (IPS-3) sebagai kelompok kontrol yang mengajarkan materi non-otentik.

Data primer dari penelitian ini dikumpulkan dari hasil tes membaca siswa. Data primer dikumpulkan dari skor membaca siswa dari pre-test dan post-test setelah perawatan kedua kelompok. Ada lima aspek pembacaan yang dianalisis; gagasan utama, informasi detail, referensi, penyimpulan, dan kosa kata. Ini dianalisis dengan menggunakan Independent sample T-test pada SPSS (Paket Statistik Ilmu Sosial).

Berdasarkan data skor membaca siswa pre-test dan post-test antara kelompok eksperimen dan kelompok kontrol yang dianalisis dengan menggunakan rumus uji T sampel Independen, terlihat bahwa terdapat hasil yang signifikan dari kemampuan membaca siswa dalam semua aspek membaca setelah mereka diberi perawatan di kedua kelas. Ini menunjukkan bahwa siswa yang diajar dengan menggunakan materi otentik memiliki prestasi yang lebih baik.

Kata kunci: Materi otentik, Membaca, Mengajar.

Pembimbing pertama,

Penulis,

(Bayu Hendro Wicaksono, Ph.D)

(Cahaya Rahman)



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Furthermore, the researcher would like to be thankful for the headmaster of SMAN 7 Malang who gave the chance for conducting the research. And researcher wants to appreciate to the English teacher of SMAN 7 Malang especially for Mrs. Ratna Nuraini, M.Pd who helped the administration process during do the research in the school.

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Malang, 8 Augustus 2018

The researcher

Cahaya Rahman

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## INTRODUCTION

Reading is one of the basic skills of language learning. Lems, Miller and Soro (2010:170) state that reading is the ability to construct the meaning from written text in order to understand the idea and information of the text. Reading has three main purposes, for survival, for learning, and for pleasure. Berardo (2006:61) argues that reading for survival is considered to be in response to our environment and to find out information such as street signs, advertising, and timetables. In contrast, reading for learning is considered to be the kinds of reading done in the classroom. Reading for pleasure is reading for enjoyment such as reading novels. Thus, the three main purposes of reading encourage the students to master the reading skill. However, in fact, many students have problems with mastering reading and comprehending the text.

Based on a preliminary study done by the researcher in SMA Negeri 7 Malang on October 2017, the students faced difficulties in understanding the reading text. It can be seen from the average of students' reading score. The problem was that the students lacked comprehension in reading such as; main idea, detail information, reference, inference, and vocabulary. Hatimah et al., (2013) found that many students faced difficulties in reading English text. The students' difficulties in comprehending the reading text. Those difficulties appeared because the students had low motivation and a limited vocabulary. The study showed that most of the secondary school students failed to understand the relation among sentences, paragraphs, and English written texts. Moreover, the students also had difficulties in comprehending text because they lacked of vocabularies. Thus, Hatimah's study explains that one of the problems is related

to vocabularies. The text-based vocabulary knowledge is moderately correlated with reading comprehension, and there was a relatively linear relationship between them (Gungor and Yayh, 2016). It was also concluded that 98% vocabulary coverage is needed for foreign language learners to comprehend academic text. Two research findings were relevant that the students have difficulties in understanding reading texts. It can be concluded that vocabulary is one of the difficulties faced by the students to understand reading texts.

Vocabulary is an important component to understand the text. Van et al. (2017) argue that vocabulary is a fundamental part of the development of language skills. It is proposed to be a prerequisite for the emergence of higher-order language skills such as grammar and morphological awareness (e.g., Bates & Goodman, 2001; Torppa et al., 2010). It means that vocabulary can help students know the words and the meaning in the text. Based on some theories above, the researcher argues that English teacher should find an appropriate technique or suitable media for supporting students' vocabulary mastery.

The teacher can use the appropriate material as one of the solutions to solve the problems in reading. In choosing the material, the teacher should focus on the materials which motivate the students in learning and make the easily comprehend the materials. Yusroh (2016) states that authentic materials can be considered as alternative reading materials with their own strength in improving students' L2 reading, for instance, to help students link what they are reading to their prior knowledge, reduce the boredom during teaching and learning activities and, brought various topics in reading passages. Furthermore, it makes the students aware of the daily life sources that can be used as a reading material.

However, the findings of this research contradicted with several previous studies. First, the study conducted by Nematollahi and Maghsoudi (2015) found that there was no significance difference between the student taught using of authentic and non-authentic reading material. For addressing the issue of real English acquisition in second language context, it would be very plausible because the students have already equipped with sufficient English competence to interact with authentic reading texts. Second, Apsari (2014) found that the use of authentic material in teaching reading did not significantly improve students' reading comprehension. Nevertheless, it was recommended that the teacher use authentic materials for a change.

Authentic materials need to be taught in teaching reading in EFL context. According to Alshumaimeri and Alzyadi (2015), authentic materials present the real-life language that are used for communication among native speakers, or in the selected contexts, use Standard English such as newspaper reports, magazine articles, television advertisements, restaurant menus, application form, etc. Thus, authentic materials can help EFL learners who have limited exposure to learning a target language.

Actually, there are some advantages of using authentic materials in teaching. Berardo (2006:2) mentions that the main advantages of using authentic materials in the classroom are namely: a) having a positive effect on students' motivation; b) giving authentic cultural information; c) exposing students to real language, d) relating more closely to students' needs e) and, supporting a more creative approach to teaching. Thus, the advantages of using authentic materials

are not only for the students but also for the teacher in developing creative teaching to gain successful teaching and learning.

Some researchers have studied authentic materials in the teaching reading. First, Khoshbakht and Gorjian (2017) found that the use of authentic materials had a significant effect on improving reading comprehension of the Iranian EFL learners. Second, Zoghi et al. (2014) found that the use of authentic materials play an important role in teaching a second language. Third, Marzhan and Davaji (2015) found that reading authentic texts has a positive effect on the reading comprehension of intermediate students.

After reviewing some related studies concerning authentic materials in the teaching reading, the researcher desires to conduct the research to prove whether the students who are taught using authentic materials have better achievement than the students who are not taught using authentic materials. Hence, the researcher determines the specific topic under title “authentic materials in the teaching reading at SMAN 7 Malang”.

## **REVIEW OF RELATED LITERATURE**

### **Definition of Reading**

Reading is one of the basic skills of language learning. It cannot be separated from other skills of language learning. Lems, Miller and Soro (2010:170) state that reading is the ability to construct the meaning from written text in order to understand the idea and information of the text. Nuttal (2000:2) argues that reading means a result of interaction between the writer’s mind and the reader’s mind. Therefore, the reader tries to get the message or meaning from

the writer. Based on two definitions above, it can be concluded that the students may comprehend the idea and the information of the text from reading.

### **Teaching Reading in Senior High School**

Teaching can be defined as showing or helping someone to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand (Brown, 2000:7). It means that teaching is an activity to transfer knowledge from a human to another human where ever the place. Teaching reading in senior high school is part of English teaching. The teacher is teaching listening, speaking, and writing. The government of Indonesia through the Ministry of Education (2006) states that the standard competence of reading for the tenth grade level at first semester is focused on analyzing social functions, text structures, and linguistic elements in simple descriptive texts about famous people, sights, and historical buildings, in the context of their use. From the statement above, it can be concluded that the standard competence for reading skill understands the meaning of the short functional text and simple essays in the form of descriptive text to access knowledge.

Based on the standard competence, the students are expected to understand the meaning in English written texts like short functional text. In this study, the researcher will use the short functional text in the form of announcement text. Besides, the researcher will also use multiple choice in the terms of descriptive text. Thus, the students have to master some reading comprehension skills. The researcher takes four indicators in reading comprehension namely; finding the main idea, detail information, reference, inference, and vocabulary.



### **Definition of Materials**

The teacher may use the appropriate material as one of the solutions to solve the problems in reading. According to Tomlinson (2012:2), materials are anything that can be used to facilitate the learning of a language, including course books, videos, graded readers, flash cards, games, and websites of the literature focuses on printed materials. It means that the materials have an important role to give knowledge to the students. Thus, the teacher must select materials based on the students' need, level, and curriculum government in Indonesia.

### **Authentic Materials**

The use of authentic materials in EFL class is not new because it has been implemented in foreign language teaching. Walsh (2013:3) states that authentic materials as the materials prepared for non-teaching purposes that expose the students to the real language, culture, social situation and language styles in actual language use outside of the classroom. However, nowadays, there are many experts who prefer to use authentic materials in teaching and learning English, both written and spoken as an alternative material. Using the authentic materials particularly in teaching language in classrooms has been effective over the past decades. Many researchers study the impact of kinds of materials to support language learning and teaching (Guariento et al., 2001).

### **Procedure to Use Authentic Materials**

There are some procedures to use authentic materials according to Ciernei and Dina (2015) recommends several steps in using authentic materials in teaching English. The first step is to identify the students' needs and goals. The second step, to evaluation the level of the classroom after the first exam session.

Classes were homogenous, for each topic, apart from text books, we used appropriate authentic materials in the classroom. The third step, to identify the types of authentic texts. The students should be invited to join the process of choosing authentic materials. The teacher should discuss with the students to become partners in collecting materials.

### **Types of Authentic Materials**

Teaching materials are tools for the teacher to teach reading in the class. The sources of teaching materials are useful for the students. The internet is provided as sources for authentic materials. Genhard (1996:100-101) states that authentic materials may be categorized as follows:

- 1) Authentic listening materials
- 2) Authentic visual materials
- 3) Authentic printed materials

Authentic listening materials such as songs, cartoons, and radio news. Type of authentic materials that the teacher uses in teaching reading is authentic printed materials. Furthermore, Genhard (1996:100-101) gives examples for authentic printed materials such as newspaper, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, and bus schedules. In short, the researcher chooses various types of authentic material used in reading activity such as travel destination, announcement text, and famous people. Based on the preliminary study, the researcher finds a curriculum for semester one and two. The teacher is teaching

topics travel destination, announcement text, and famous people. Thus, the researcher takes for research in this semester.

### **The Use of Authentic Materials in Reading Class**

The sources of authentic materials may be newspapers, internets, magazines, brochures, and letters. There are three main criteria to choose authentic materials in the classroom as explained by Berardo (2006:62) namely: (1) Suitability of content the texts may be interested, motivated and also relevant to the student needs. (2) Exploitability refers to the text may be used and provided to develop the competence of the students.(3) Readability refers to the level of difficulty in the texts. It is about the amount of new vocabulary and new structure contained in the texts. Berardo (2006:62) add two criteria more, namely the variety and the presentation. Using a variety of texts can make the reading more interesting. Moreover, authentic presentation of those texts is vital. The texts must use pictures, charts, and photographs to build a context for the text being presented.

Based on the explanation above, there are some criteria to choose authentic materials in the classroom. The first text should be interested, motivated and relevant for students. Moreover, the text will explore the ability of the students in order to develop the competence based on standard competence, basic competence, and indicator from the lesson plan. Thus, the researcher should make the level of difficulty of the text based on students' level.

### **The Advantages of Authentic Materials**

There are several authentic materials that may be achieved by using the students' motivation in comprehending the texts. According to Tamo (2009:2),

authentic materials have several advantages mentioned as follows: (1) Authentic materials expose the students to real language. (2) Authentic materials provide a positive effect on the students' motivation. (3) Authentic materials obtain the students new information. Based on some advantages of authentic materials that have been discussed, the researcher concludes that authentic materials are appropriate material for the students in the classroom. It may make the students comprehend the material easily and have motivation in learning. Thus, it may be considered as alternative reading materials to improve the students reading to reduce the boredom during teaching activities.

### **The Disadvantages of Authentic Materials**

There are some weaknesses of authentic materials according to Martinez (2002), Gardner and Miller (1999:101), the weaknesses of authentic materials are some of the authentic listening material hard to understand because they have many accents, and it may be difficult to understand for the students. Thus, the cultural value that contained is rarely found in daily life activity, the materials such as newspaper, magazine, and structure mixed in the text. Therefore, based on the disadvantages of authentic materials, the teacher should use materials that are appropriate for the linguistic abilities of students. Richard (2004:110) states that materials should ensure that the level of the language is appropriate for the abilities of reading. It means that the teacher may use authentic materials based on students' level and curriculum in the school.

### **Previous Studies**

Several previous studies have been conducted by other researchers related to this present study. First was conducted by Khoshbakht and Gorjian (2017)

which investigated authentic based and non-authentic based materials on improving reading comprehension of the Iranian intermediate EFL learners. The subjects were 50 Iranian EFL learners studying English in Pooya Language Institute in Abadan. The finding mentioned that reading comprehension performance of both groups improved. Moreover, Independent Samples t-test showed that there was a significant difference between the two groups concerning reading comprehension.

Second was revealed by Zoghi et al. (2014) which investigated authentic materials on vocabulary acquisition in International English Language Testing System (IELTS) students of Kimiya-e-Danesh Institute Yasuj, Iran. The subjects were 50 IELTS students. The finding showed that most of the students prefer using authentic materials for vocabulary acquisition. Authentic materials play an important role in teaching a second language. By using authentic material students deal with outside and real world, they become interested when deal with real language.

Third was carried out by Marzhan and Davaji (2015) which authentic texts in classrooms on reading comprehension and motivation of intermediate language learners. The sample was 24 language learners from language teaching institutes. The finding found that reading authentic texts has positive effect on the reading comprehension of intermediate students.

Meanwhile, this present study conducted to find out significant different authentic materials in teaching reading. The study employed the experiment research which was difference method, objective, setting, material, and the subjects of the treatment from the previous study. Hopefully, it provided proper

effect and the students' insight to generate and expand the ideas. Therefore, by using authentic materials, it was one of the solutions to solve the problems in reading.

## **RESEARCH METHOD**

### **Research Design**

This research employed the quasi-experimental as the research design. According to Cresswell (2012:309), the quasi-experimental design used non-equivalent of pre-test and post-test design. It means that the samples of experimental and control group were not randomly selected and both groups obtained pre-test and post-test. The researcher did a quasi-experimental research because in educational settings, it was not possible to select the sample randomly out of all population students and assign to different classes. The researcher could only assign randomly different treatments to two different classes (Charles, C.M. 1995:247).

In this research, two classes taken as the sample classes: they were experimental group (A) and control group (B). The first group as the experimental group obtained a pre-test, treatment by using authentic materials, and a post-test. The second group as the control group obtained a pre-test and taught by using non authentic materials and a post-test. In regard to the design of this research, the procedure of quasi-experimental research presented in the following diagram.

The research design of this research can be seen as follows:

**Table 3.1: The Design of Experimental Research**

Group	Pre-test	Treatment	Post-test
A	O1	X	O2
B	O3	-	O4

*Adapted from Sugiyono (2015:116)*

The codes on the diagram were illustrated in the following description:

- A : experimental group
- B : control group
- O1 : pre-test for experimental group
- O2 : post-test for experimental group
- O3 : pre-test for control group
- O4 : post-test for control group
- X : treatment by using authentic materials

The design used pre-test and post-test for experimental and control groups.

The experimental groups obtained a treatment by authentic materials after doing pre-test while the control group did not need it.

### **Variables of the Research**

Variable is a concept – a noun that stands for variation within a class of objects (Fraenkel and Wallen, 2006:40). In other words, the variable was the object that has certain variations set by the researchers to be studied and drawn conclusion. Thus, the researcher had two variables. They were independent and dependent variables. The independent variable was the authentic materials. Meanwhile, the dependent variable was the students' reading skill.

### **Population**

Population is defined as all the members of a real or hypothetical set of people, events, or objects to which educational researchers wish to generalize the results of the research (Latief, 2016:195). The population of this research was all the students of the tenth grades of social science at SMA Negeri 7 Malang in the even semester at the academic year of 2017/2018. There were four classes of social science major, such as X (IPS-1) consisting of 35 students, X (IPS-2),



consisting of 35 students, X (IPS-3) consisting of 35 students, and X (IPS-4) consisting of 35 students. The total number of population was 140 students. The researcher chose the tenth grades of social science as the population because the students had the materials about descriptive text and recount text which was appropriate with this present study.

### **Sample**

Richard et al (2011:11) state that sample is a small subgroup chosen from the larger population. It means that sample was a part of the population from which data were taken. By using a lottery, the samples of this research were the students of X (IPS-3) as the subject of control group and X (IPS-4) as the subject of experimental group. The total number of sample was 70 students. The selection of both classes as the subjects of the research was based on some considerations, such as:

- a. The number of the student's classes was equal.
- b. Both classes had the balanced and homogeneous in pre-test scores based on teacher score.
- c. They were handled by the one English teacher in order to make the researcher easier and consistent during the collecting the data.

### **Sampling Technique**

Due to limitation of the time, the researcher determined the students of social science major as the subjects of the research. For selecting the sample, the researcher applied clustered random sampling as a technique. Jackson (2011) states that cluster random sampling were a technique in which clusters of participants that represent the population were identified and included in the

sample. It means that the selecting of sample involved identification of cluster of participants representing the population. Based on the students' scores of pre-test and the number of the students were equal, it was indicated that the population was homogenous. It could be proved from the statistical analysis in pre-test scores. Because the population was homogenous, the researcher convinced that it was appropriate technique for this study.

### **Research Instrument**

Instrument is tool used to collect the data in order to answer the statement of the problem. Fraenkel and Wallen (2009:148) state that instrument is a device that the researcher uses to collect data. In this study, the researcher used the test as the instrument of data collection. According to Brown (2004:3), the test is a method of measuring of person's ability, knowledge or performance in a given domain. Thus, the test used to measure the students' skills or abilities.

There were two tests that conducted, namely:

#### **(1) Pre-test of reading comprehension**

The pre-test was administered before the treatment. The pre-test in this study aims to know the students' basic ability on reading skill. It gave to both control and experimental groups. The reading comprehension test was designed by the researcher based on authentic materials and non-authentic materials. The researcher gave the test at the first meeting. The test consists of five reading comprehension passages in which each passage consists of five items. Brown (2010:295) is stated that multiple choice responses are not only a matter of choosing one of four or five possible answer. It included 30 multiple choice items. (The pre-test can be seen in Appendix 1).

## (2) Post-test of reading comprehension

The post-test was administered after conducting the treatments. It was aimed to measure the differences in the students' achievement in reading comprehension. The process of post-test was similar to the pre-test in which the students gave 30 questions of multiple choice. (The post-test can be seen in Appendix 1).

The process of post-test done after the students got the treatment for six times. The researcher conducted the treatment for six meetings by considering curriculum 2013 and the lesson plan. Thus, the meetings for reading skill were six times. From the result of the pre-test and the post-test, the researcher obtained the score before the treatments and the score after the treatments.

### **Validity**

A good test has two characteristics, namely validity and reliability. Related to validity, Hughes (2003:26) states that a test measure exactly what it proposes to measure. It means that a valid test of reading ability actually measures reading ability or previous knowledge of a subject or some other variable of questionable relevance.

This research applied content validity. It was chosen because the content of the reading test was constructed based on reading material which was stated in the syllabus, the curriculum of the senior high school, lesson plan and some of the criteria of students' competence. The researcher clearly states the objectives and defines the achievement measured in the multiple choice reading test. The content

of the test and the appropriateness of the test have been checked by the English teacher. (The syllabus can be seen in Appendix 3).

In order to construct a good instrument, the researcher used face validity in connection with the test content. Face validity refers to the degree to which a test looks right and appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the examinees (Mousavi, 2009:247). In this research, the face validity of the test checked by the English teachers of SMAN 7 Malang who teach English subject and master in educational English. They got some suggestions and feedbacks related to the content validity of reading test instruments.

Based on the reading test instruments, there were five aspects that should be assessed in this research. It consisted of the main idea, detail information, reference, inference, and vocabulary. The scoring rubric used to get the validity of the assessment.

### **Reliability**

Bachman and Palmer (1996:5) define reliability is the consistency of measurement. It means that the reliability of the test score was consistent across different characteristics of the testing situation. The reliability of classroom assessment and the rubric development in this research involve rater or scorer reliability. In this study, the researcher used intra-rater reliability by assigning the teaching assistant to score the students' multiple choice using the scoring rubric.

In this study, the teaching assistant was an English teacher from the tenth grade of social science in SMAN 7 Malang. English teacher checked whether

there was a great discrepancy between the teacher assistant's scoring or not. If the scoring did not show a great discrepancy, it could be said that the test is reliable.

### **The Scoring Method**

To find out the students' achievement in the pre-test and post-test result, the score of students were calculated individually by using assessment rubrics of reading procedure. Scoring for multiple choices were decided by right only method, therefore one point (1) is given to a correct answer, the wrong answer is given zero (0) and a question which is not answered is given zero (0). Students' score are based on the right answers. Here was the formula in deciding students' score:

$$S = R$$

(Arikunto, 2012:188)

S= Students' score

R= Right answer

### **Data Collection**

There were some steps that the researcher did to collect the data.

1. Defining and administrating the homogeneity test of the participants of the research was the tenth-grade students of SMA 7 Malang in the 2017/2018 academic year.
2. Determining two classes out of all the existing classes which belong to experimental and control groups.
3. Giving the pre-test to the experimental and control groups.

4. Giving the experimental treatment (by using authentic materials) and the control treatment (by using non authentic materials) to the control group. The researcher got six treatments based on the syllabus, curriculum and criteria competence teaching reading for tenth grade senior high school.
5. Giving the post-test to both experimental and control groups.
6. Assessing the result of the treatments of both group

**Table 3.5 The schedule of administering the research**

No	Activity	Date
1	The homogeneity test	April 2018
2	Determining two classes into experimental and control group	April 2018
3	Giving Pre-test	April 2018
4	Treatment to experimental group	April 2018
5	Treatment to control group	April 2018
6	Giving post-test	April 2018
7	Analyzing data of pre-test and post-test each group	April 2018

### **Homogeneity Test**

The homogeneity test was conducted in order to know the homogeneity of the accessible participants. It was aimed at establishing that students' ability and the data from two groups, namely the control and the experimental groups, were similar or equal. It was conducted on April 2018.

### **Pre-test**

The pre-test got for both experimental and control groups. The pre-test for each class was conducted in April 2018. It was conducted to check the equivalence of the groups.

## Treatment

The teaching reading of experimental group and control groups was conducted by the researcher as a teacher. The experimental and control groups planned into six meetings for each groups. The time allocation for each meeting was 90 minutes. The detail activities of teaching reading in the both groups were explained in the lesson (see appendix 2). To give more understanding regarding to the treatment of this research, the scenario of research procedures for implementing the descriptive text and recount text in the reading classroom in figure 3.5.3 ( See appendix 2). The general activities were explained as follow:

**Table 3.5.3 The treatment Procedures of Experimental and Control Groups**

Activities	Experiment	Control
<b>Pre-teaching</b>	<ul style="list-style-type: none"><li>• Reviewing the previous lesson</li><li>• Starting learning objectives to the students</li></ul>	<ul style="list-style-type: none"><li>• Reviewing the previous lesson</li><li>• Starting learning objectives to the students</li></ul>
<b>Whilst teaching</b>	<ul style="list-style-type: none"><li>• The students gave authentic materials focus questions related to the reading material, involving main ideas, the organization of the text, the supporting details</li><li>• The teacher reviewed the process utilized by students in reading the text</li></ul>	<ul style="list-style-type: none"><li>• The students gave non-authentic materials focus questions related to the reading material, involving main ideas, the organization of the text, the supporting details</li><li>• The teacher reviewed the process utilized by students in reading the text</li></ul>
<b>Post-teaching</b>	<ul style="list-style-type: none"><li>• Summarizing and making conclusion by the teacher about the discussion in the class</li></ul>	<ul style="list-style-type: none"><li>• Summarizing and making conclusion by the teacher about the discussion in the class</li></ul>



## **Post Test**

The post-test was conducted in April 2018. The test gave to both groups after they received the treatments. The scores of both the experimental and control groups used to investigate the significant difference between the groups.

## **Data Analysis**

To analyze the collected data, the researcher used the statistical procedure, such as mean scores, standard deviation, and t-test. First, the researcher analyzed the data. To analyze the collected the data, the researcher used statistical formula. The researcher aims to get the range of the mean and t-test.

### **Mean Scores**

First, the result of pre-test and post-test was collected. Then, the score was set up in the frequency distribution to analyze by using mean. It used to find the average score of pre-test and post-test of the students.

### **Standard Deviation**

Standard deviation was the magnitude of a deviation from the mean. The standard deviation formula used to measure the variability calculated. The researcher used t-test formula suggested by Mertens (2010:406) to find out significant difference between pre-test and post-test. Finally, to prove the hypothesis, the researcher compared the result of the limit score in measurement table of t-score on the groups. Then, the researcher used significant value 5% ( $\alpha=.05$ ).

### **Hypothesis Testing**

To examine the hypothesis, the researcher compared the result of statistical analysis above to the limit score in measurement table of t-score. The

hypothesis has to be proved by using Degree of Freedom (df) and critical value (t) to calculate (df). The researcher used  $(df) = n-1$ , where  $n$  = number of students, in order to find out the degree of freedom in getting t-table. For the significance, it used significance value 5% ( $\alpha = .05$ ) and 1% ( $\alpha = .01$ ).

Based on Subana, Rahadi, and Sudrajat (2000:132) there were two rules in the criteria of the test.

1. If t-score was greater than (t-table), it means that there was a significant difference. Therefore, Null Hypothesis is rejected and Alternative Hypothesis is accepted.
2. If t-score was lower than (t-table), it means that there was no significant difference. Therefore, Null Hypothesis is accepted and Alternative Hypothesis is rejected.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Research Findings**

This section focused on presenting the results of analysis related to the statement of problem, namely; Do the students who are taught reading by using authentic materials have better achievement than the students who are not taught reading by using authentic materials? Section was presented in the following.

#### **The students' reading ability result**

The researcher provided the finding of the research. There was a significant difference of students' reading ability between experimental and control group. It can be proved by statistical data result which was shown in the independent sample t test formula. The significance value (sig 2 tailed) of main

idea was .000 Then, detail information was .004 significant value. Sig 2 tailed of reference was .005 Sig 2 tailed of inference was .002 and .001 for vocabulary.

Based on the data of significance value (sig 2 tailed) of five aspects of reading was less than .05. It indicated that there was significance difference of students' reading ability of both groups. The hypothesis that there was significance difference of students' reading ability between two classes (Ha) was accepted.

### **Descriptive Analysis of the Study**

The researcher used descriptive analysis data to analyze and compare the students' post-test scores between experimental and control group. It provided N (number of students), mean score of experiment and control group, standard deviation, maximum and minimum score in each class. Descriptive analysis data were employed to know the students' comparison after the teacher gave the treatment by teaching reading using authentic materials to the experiment group.

**Table 4.1. Descriptive Analysis of the Study**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
EXPERIMENT	35	53	93	77.57	10.370
CONTROL	35	20	87	59.91	15.155
Valid N (listwise)	35				

Based on the table above, it could be seen that experimental and control group had thirty five students. The mean score of experimental group on the post-test was 77.57. It was more than the control group, which was 59.91. Then, standard deviation was calculated based on the mean. It was 10.370 for experimental group and 15.155 for control group. The students highest post test

score was 93 and 53 for the lowest score of experimental group. On the other hand, the post test score of control group had 87 for the maximum score and 20 for the lowest score.

### **The Result of Independent T Test Each Aspect**

The researcher used T-test to analyze and compare the students' pre-test and post-test. It covered five aspects of reading comprehension namely: finding the main idea, detail information, reference, inference and vocabulary. The analysis of pre-test was used to know the homogenous before the teacher gave treatment by teaching reading using authentic material to the experimental group.

According to the statistical analysis of pre-test, the data of experimental and control group were homogenous for all aspects of reading. The researcher provided the equal variance assumed of independent sample t test of pre-test. Moreover, the significance number (sig 2 tailed) for all aspect of reading were less than .05 It indicated that students' reading ability in both classes was equal. Then, the researcher continued analyzing the post test score.

The post-test provided to both groups after they had been treatments and meetings. The score of experimental and control groups used to investigate the significance difference between the groups. The data collection was administered to know there was a significance difference of the treatment. To analyze the collected data, the researcher used independent sample t-test and SPSS (Statistical Package for Social Study). The researcher used three steps to analyze the data.

First, in determining the hypothesis homogeneity, F test analysis (Laverne's test) and the criterion to analyze were used.  $H_a$  was accepted if P values were  $> .05$  (more than 5%). It indicated that two variances were

homogenous.  $H_a$  was rejected if P values were  $< .05$  (less than 5%). Moreover,  $H_o$  (Null hypothesis) was accepted if P value were  $< .05$  (less than 5%).

Second, if the data was homogenous, the researcher provided the equal variance assumed. Moreover, if the data was not homogenous, the equal variance not assumed. Third, determining t value. There were two rules in the criteria of the test. Sig:  $P < .05$  = there was significance difference 5%. Sig:  $P > .05$  = there was no significance difference.

The researcher focused on the data analysis of means score difference between experimental and control groups for each five reading aspects. The data analysis was implemented as the objective to know the significance different before treatment. The post-test analysis by using SPSS of each reading aspects.

**Table 4.2 Post-test Analysis in Each Aspect**

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Main idea	Equal variances assumed	.544	.463	-6.356	68	.000	-26.143	4.113	-34.350	-17.936
	Equal variances not assumed			-6.356	65.930	.000	-26.143	4.113	-34.355	-17.931
Detail information	Equal variances assumed	4.211	.044	-2.995	68	.004	-17.229	5.752	-28.707	-5.750
	Equal variances not assumed			-2.995	63.939	.004	-17.229	5.752	-28.720	-5.737
Reference	Equal variances assumed	.063	.802	-2.923	68	.005	-14.143	4.839	-23.799	-4.487
	Equal variances not assumed			-2.923	67.710	.000	-14.143	4.839	-23.800	-4.486
Inference	Equal variances assumed	4.534	.037	-3.278	68	.002	-14.200	4.332	-22.844	-5.556
	Equal variances not assumed			-3.278	52.861	.002	-14.200	4.332	-22.889	-5.511
Vocabulary	Equal variances assumed	7.284	.009	-3.330	68	.001	-16.686	5.011	-26.684	-6.687
	Equal variances not assumed			-3.330	62.984	.001	-16.686	5.011	-26.699	-6.673

#### a. Analysis the students' skill on main idea.

The researcher used F (Levene's Test) to analyze the homogeneity data. The equal variances assumed if the data was homogeneous (P values are  $> .05$  (more than 5%) and the equal variances not assumed if the data was not homogenous (P values are  $< .05$  (less than 5%).

Based on independent sample test of main idea post- test, it could be indicated that the data was homogenous. It can be seen that P value was .544

it was  $> .05$ . It indicated that  $H_a$  was rejected. It could be concluded that the skill of main idea of post-test both groups were homogeneous.

The table 4.2, provided the significance number (sig 2 tailed) was .000. It was less than .05. Then, t table was shown on equal variance not assumed was -6.356. It indicated that there was difference of students' reading competency between experimental and control group. The mean difference of main idea between two groups was -26.143. The standard error difference was 4.113. At last, the difference range are -34.350 (lower) and -17.936 (upper).

b. Analysis the students' skill on detail information

Based on independent sample test of detail information, it could be indicated that the data of detail information were homogeneous. It could be seen that P value was 4.211. It was more than .05. It indicated that  $H_a$  was accepted. It could be concluded that the skill of detail information of post-test both groups were homogeneous.

The table 4.2, provided the significance number (sig 2 tailed) was .004. It was less than .05. Then; t table was shown on equal variance assumed were -2.955. It indicated that there was difference significance of students' detail information competence between experimental and control group. Moreover, the mean difference of detail information between two groups was -17.229. The standard error difference was 5.752. Finally, the difference range were -28.707 (lower) and -5.750 (upper).

c. Analysis the students' skill on reference.



Based on independent sample test of reference, it could be indicated that the data of reference were homogeneous. It could be seen that P value was 0.63. It was more than .05. It indicated that  $H_a$  was accepted. It could be concluded that the skill of reference of post-test both groups were homogeneous.

According to the table 4.2, the researcher analyzed the significance number (sig 2 tailed) was .05. It was less than .05. Then, t table was shown on equal variance assumed were -2.923. It indicated that there was difference significance of students' reference competence between experimental and control group. Moreover, the mean difference of detail information between two groups was -14.143. The standard error difference was 4.839. Finally, the difference range were -23.799 (lower) and -4.487 (upper).

d. Analysis the students' skill on inference.

Based on independent sample test of inference, it could be indicated that the data of inference were homogeneous. It could be seen that P value was .4534. It was more than .05. It indicated that  $H_a$  was accepted. It could be concluded that the skill of inference of post-test both groups were homogeneous.

According to the table 4.2, the researcher analyzed the significance number (sig 2 tailed) was .002. It was less than .05. Then, t table was shown on equal variance assumed were -3.278. It indicated that there was difference significance of students' reference competence between experimental and control group. Moreover, the mean difference of detail information between

two groups was -14.200. The standard error difference was 4.332. Finally, the difference range were -22.844 (lower) and -5.556 (upper).

e. Analysis the students' skill on vocabulary.

Based on independent sample test of vocabulary, it could be indicated that the data of vocabulary were homogeneous. It could be seen that P value was 7.284. It was more than .05. It indicated that  $H_a$  was accepted. It could be concluded that the skill of inference of post-test both groups were homogeneous.

According to the table 4.2, the researcher analyzed the significance number (sig 2 tailed) was .001. It was less than .05. Then, t table was shown on equal variance assumed were -3.330. It indicated that there was difference significance of students' reference competence between experimental and control group. Moreover, the mean difference of detail information between two groups was -16.686. The standard error difference was 5.011. Finally, the difference range were -26.684 (lower) and -6.687 (upper).

Related to the statistical analysis of post-test in each aspect, it could be concluded that the data experimental and control group were homogenous. They were main idea, detail information, reference, inference and vocabulary. Moreover, the significance number (2 tailed) for all aspects of reading were less than .05. It indicated that students' ability is difference in experimental and control group. Then, the researcher provided the result of total t-test score

### **The Result of Total T-Test Analysis**

The researcher used the F test (Levene's test) to know whether the data was homogeneous or was not homogenous. It could be seen that P value was

2.857. It was more than .05. It indicated that  $H_a$  was accepted. It could be concluded that the total score of experimental and control group were equal. Based on the table 4.3, the significance number (sig 2 tailed) was .000. It was less than .05. Then t table was shown on equal variances assumed were -5.689. It indicated that there was difference of students' total score between experimental and control group.

Moreover, the mean differences of total score post-test between two groups were 17.657. The standard error difference was 3.104. Finally, the difference range were -23.851 (lower) and -11.463 (upper). Thus, it could be concluded that the use authentic materials in teaching reading improve the students' reading ability. It could be seen in table 4.3

**Table 4.3. Total Post Test Analysis**

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
									95% Confidence Interval of the Difference
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower Upper
Total post	Equal variances assumed	.2857	.096	-5.689	68	.000	-17.657	3.104	-23.851 -11.463
	Equal variances not assumed			-5.689	60.116	.000	-17.657	3.104	-23.866 -11.448

Based on the statistical analysis of total score of reading. It could be concluded that the data experimental and control group were homogeneous. The analysis statically presented more than .05. Thus, the significance number (sig 2 tailed) for all aspects of reading were less than .05. It indicated

that there was a significant different the use authentic materials in teaching reading.

### **Hypothesis Verification**

To examine the hypothesis, the researcher compared the result of statistical analysis above to the limit score in measurement table of t-score. There were two hypothesis, namely Null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ). The use of authentic materials in teaching reading comprehension is worse for the students in learning and their achievement ( $H_0$ ). The use of authentic materials in teaching reading comprehension is better for the students in learning and their achievement ( $H_a$ ).

Following the independent sample test, the value of F table in five aspects of reading was greater than .05. It indicated that all aspects in reading were homogeneous. Then, the significance number (2 tailed) was less than .05. It indicated that there was a significance difference of students' reading ability of experimental and control group. Moreover, There was significance different between result on students' reading ability between experimental and control group after given the treatment. Therefore, Null hypothesis was rejected and Alternative Hypothesis was accepted. Thus, the data analysis had been proven that the tenth-grade students of SMAN 7 Malang in the 2017/2018 academic year. The use of authentic materials in teaching reading comprehension is better for the students in learning and their achievement.

### **Discussion**

In this part, the researcher provided the discussion of the data analysis result. Based on the findings, the significance value (sig 2 tailed) of independent

sample t test formula was .000. It was less than .05 ( $p \text{ value} < .05$ ). It could be concluded that the result of t-test analysis there was significant. Thus, it has been proven that there was significant mean difference between the experimental and control group.

Referring to the first research problem, the researcher provided the success factors in doing the research. In the experiment group, the researcher conducted the treatments for six meetings by considering curriculum 2013 and lesson plan. The teaching reading of experimental group and control groups conducted by the researcher as a teacher. The researcher focused on the authentic materials especially printed authentic materials such as travel destination, announcement text and the famous people. The researcher used media such as: picture and advertisements to help students link what they are reading to their prior knowledge, reduce the boredom during teaching and learning activities. It makes the students aware of daily life sources that can be used as a reading material. Moreover, the students are more attention, active and cooperative in the class. Thus, the researcher gives positive feedback in teaching reading.

In the control group, the researcher conducted the treatment for six meetings by using non-authentic materials. The researcher provided materials based on textbooks. In the fact, the students faced difficulties to understand the text unfamiliar. Thus, the students failed to understand the relation among sentences, paragraph, and English written texts. Moreover the students had difficulties in comprehending text because they were lack of vocabularies.

The findings notice that the use authentic materials in the teaching provided positive improvement for the students' achievement. The first finding

was conducted by Khoshbakht and Gorjian (2017) which investigated authentic-based and non-authentic-based materials on improving reading comprehension of the Iranian intermediate EFL learners. The subjects were 50 Iranian EFL learners studying English in Pooya Language Institute in Abadan. The finding mentioned that reading comprehension performance of both groups improved. Moreover, Independent Samples t-test showed that there was a significant difference between the two groups concerning reading comprehension. This result related with the present study which showed that the mean score of authentic materials was more than mean score of non-authentic in the post-test stage.

The second findings was found by Zoghi et al. (2014) which investigated authentic materials on vocabulary acquisition in International English Language Testing System (IELTS) students of Kimiya-e-Danesh Institute Yasuj, Iran. The subjects were 50 IELTS students. The finding showed that most of the students prefer using authentic materials for vocabulary acquisition. The result related with the present study which showed that authentic materials play an important role in teaching a second language. By using authentic material students deal with outside and real world, they become interested when deal with real language.

Third was carried out by Marzhan and Davaji (2015) which conducted authentic texts in classrooms on reading comprehension and motivation of intermediate language learners. The sample was 24 language learners from language teaching institutes. The finding found that reading authentic texts has positive effect on the reading comprehension of intermediate students. This result related with the present study which showed that the authentic materials derived

from internet that should be presented to experimental group to measure their influence on reading comprehension.

As conclusion, the use of authentic materials had a significant difference on improving reading comprehension. Thus, the teacher may use authentic materials based on students' need, level and curriculum. Based on the findings and discussion above, this chapter has already highlighted some data and information on it. Then, the information of conclusion and suggestions will be exposed in the following chapter.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Based on the data of the research findings and discussion, it can be concluded that there was significant different result on the students' reading ability between experimental and control group after given the treatment. It can be proved from the students' score result of post-test. It indicated that the use of authentic materials can be used as the materials in the teaching reading. It is significant improve the students' reading achievement for all the aspect.

### **Suggestions**

Authentic materials in the teaching reading at SMAN 7 Malang in 2017/2018 Academic year. There is a significance different result on the students' reading achievement. The researcher provides some suggestions for the English teachers, the students, and the future researchers.

For the English teachers, it obtains information to use authentic materials as references to conduct the teaching reading. The teacher may use the appropriate authentic materials as one of solution to solve the problems in reading. The

teacher shall focus on the authentic materials which can motivate the students in learning and make the students easily to comprehend the materials. The teacher may select authentic materials based on students need, and appropriate with curriculum.

For the students, the authentic materials might help the students improve their reading ability. The students may read text easily because the authentic materials may be considered as alternative reading materials with its own strength in improving student's link what they are reading their prior knowledge, reduce boredom during teaching activities in the class.

For the future researchers, the result of this research may be used as the references for the other researchers who are interested in conducting research in the same field which is related using authentic materials. The other researcher may conduct another research in different methodology, subject of the study and basic language skills.

Following the description above, this chapter has presented the conclusion and suggestions. There were some factors that influenced the success result of research findings. Finally, the advices and suggestions are welcomed by researcher in improving the skill of reading.



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